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ABSTRACT

This module is designed for teachers and school administrators who wish to broaden their understanding of cultural differences in the classroom and improve their ability to teach in a multi-cultural milieu. The first part of the module provides the means by which individuals can examine their knowledge of Black and Mexican American cultures, as well as their personal attitudes toward cultural differences in general. Group and individual activities are outlined. Specific information is included on obtaining texts and audiovisual materials with which to augment the suggested learning sessions. (JD)

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ED186352

A MODULE OF INSTRUCTION FOR PRINCIPALS AND TEACHERS -
MULTICULTURAL

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Prospectus

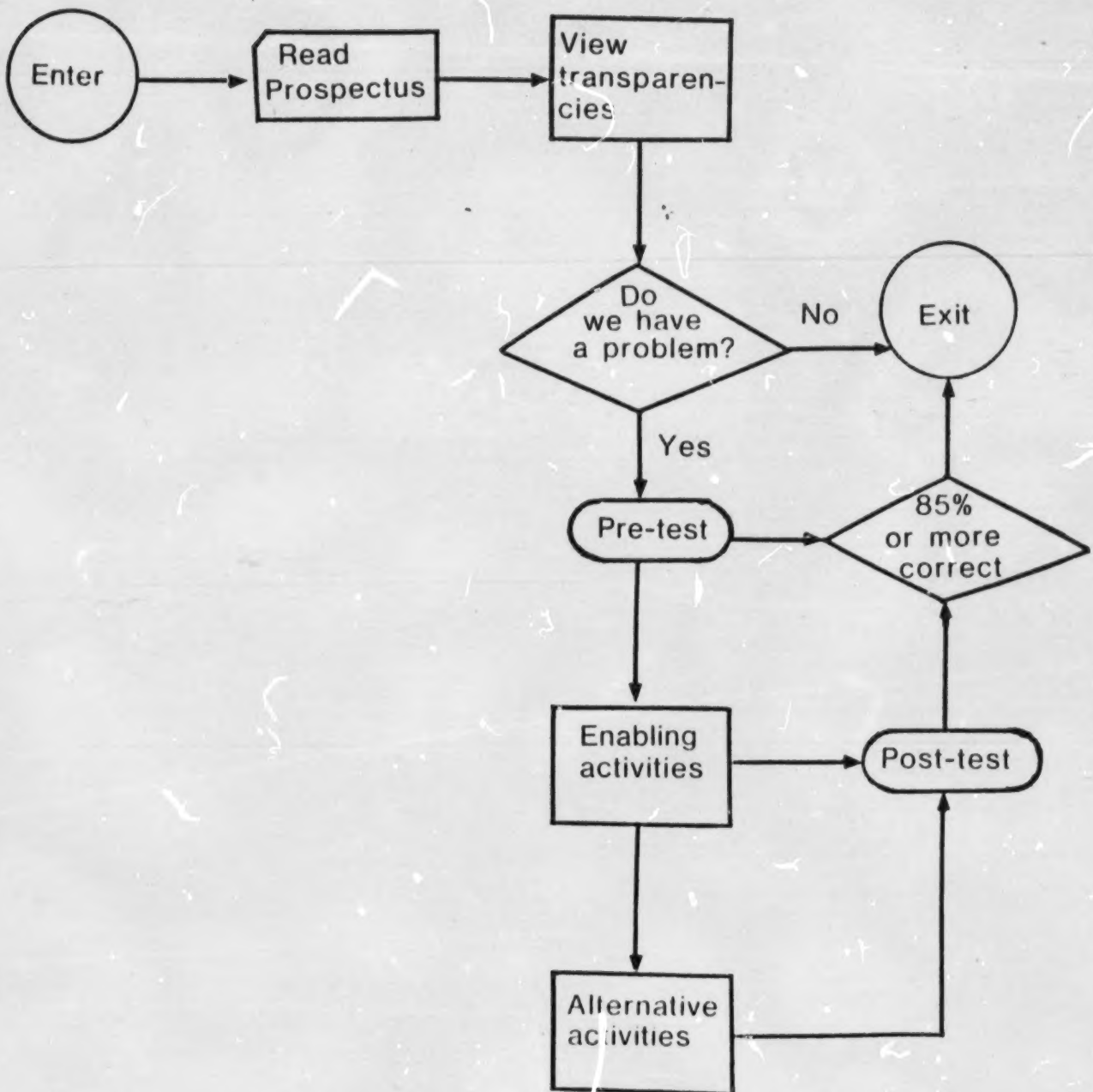
The need for multicultural education in our schools today cannot be emphasized too strongly. We have only to acknowledge the racism that permeates society's institutions and to recognize the result of this racism in the demands made by our minority groups to know what our task is. If we believe that we are educating for a society that embodies the quality of life of a truly great democracy, and that such a society can be measured by the number of free men and women who exercise their individuality for the cause of all to survive without hate, hunger, and harassment, then our failure is obvious. We have no such society.

Racism is synonymous with the mono-cultural curriculum that has been dominant in our schools. The acceptance of the universal rightness of the white Anglo-Saxon ideal has resulted in minority groups forced into second class citizenship. The problems encountered in integrating schools are evidence of the appalling ignorance of most of us about people who are different culturally and ethnically. Fear of the unknown and ignorance are synonymous. We must know a people to appreciate and like a people. The problems in most integrated schools are delineated in the evidence presented on the transparencies to be viewed at the beginning of this module. The timely article from The Houston Post containing the report of the Commission on Civil Rights clearly shows the plight of the Mexican-American in Texas. The Houston Chronicle article "Life Style" describes what several Black Girl Scouts did when they realized how little they knew about their own heritage. The failure of our school system in this deficiency is apparent and we all share the blame.

The first part of this module is concerned with accepting differences and finding commonalities among people in general. In order to integrate Afro-Americans, Mexican-Americans, and their contributions into the curriculum, we must go back and learn what was left out of the curriculum that we experienced when we were in school. What role did Afro-Americans and Mexican-Americans play in this country's development? Who were and are Black and Brown leaders in civil rights? What part did they take in this country's fight for freedom? Who are the poets, writers, and artists of minority groups? What was African and Mexican culture like, and what is Afro-American and Mexican-American culture like today? How does it differ from the white culture? How are we alike? These are the questions we must be able to answer before we can make our curriculum a cultural pluralistic one.

This module is developed to fill the gaps in the education of our administrators and teachers so that our children will be better informed than we were and become a part of a society that recognizes the value of each ethnic group.

Flow Chart



Using the Module

This module's use is based on the premise that a principal continually assesses the needs of his faculty and is fully aware of their strengths and weaknesses. It is written so that the user might begin with either of the three main objectives or any of the sub-objectives depending on the level of awareness existing among the faculty. The transparencies concerning the problems at an integrated junior high school and the newspaper articles are included for motivational purposes.

It is suggested that the user first read the terminal objective which incorporates all of the other objectives. After reading through all of the objectives, a look at the flow chart would be in order since it serves as a road map to help one progress through the module.

After studying the objectives and the flow chart, the user can decide whether it is necessary to use the assessment instrument. It is written in three parts so that it might be given in several settings.

The user can make decisions concerning which enabling activities to use with which groups of teachers based on his knowledge of the faculty or on the results of the pretest. It is suggested that if the pretest is used, the post test also can be used since it will measure knowledge gained and make up for a poor showing on the pretest.

The module materials boxes contain a wide variety of materials: filmstrips, cassettes, transparencies, a film, books, brochures, xeroxed materials, and curriculum bulletins. Information is given on how to obtain all materials not included in the boxes as well as how to arrange for tours, workshops, and consultants.

Any or all of the enabling activities may be pursued under each sub-objective. Occasionally one activity leads into another, but this is not

the usual case. Almost all of the activities may be experienced in large groups, small groups, or individually. Flexibility is the key.

Objectives for Module

TERMINAL OBJECTIVE

Each staff member will expand his/her awareness of the pluralistic society in which we live by (1) exploring the interplay and separate contributions of the three major ethnic groups in the Houston area, (2) recognizing the inherent differences among the three cultures in order to improve understanding of each culture, and (3) translating knowledge, both cognitive and affective, into improved self-behaviors in the classroom and meaningful activities for children.

- 1.0 The participants will learn more about each other and the children with whom they work so that inherent differences and commonalities can be acknowledged and accepted.
 - 1.1 The staff as a group will experience several strategies for learning more about each other
 - 1.2 The staff as a group will experience several strategies for bringing diverse groups together in order to learn from these groups
 - 1.3a Each teacher will try out several of the strategies experienced with his/her students and share the results
 - 1.3b Each principal will assist teachers and observe them as they try out the strategies.
- 2.0 Each participant will demonstrate a knowledge of Afro-American history and culture
 - 2.1 Each participant will be able to identify the contributions made by a minimum of twenty Afro-Americans in the field of civil rights, science, inventions, exploration, the arts, etc. over the past three hundred years

- 2.2 Each participant will demonstrate an appreciation of the African culture as measured by his/her participation in small group discussions
- 2.3a Each teacher will share with the group ways he/she has successfully implemented knowledge gained into the curriculum so that a pluralistic approach is demonstrated
- 2.3b Each principal will assist teachers and observe them as they work toward the attainment of 2.3a.
- 3.0 Each participant will demonstrate a knowledge of Mexican-American history and culture in the Southwest.
- 3.1 Each participant will be able to identify the contributions made by a minimum of twenty Mexican Americans in the areas of history of the United States, exploration, the arts, etc.
- 3.2 Each participant will gain a greater understanding of the Mexican culture in Texas and will identify contributions made to the way of life in the Southwest by the Mexican as measured by participation in small and large group activities.
- 3.1a Each teacher will share with the group ways he/she has successfully implemented knowledge gained into the curriculum so that a pluralistic approach is demonstrated.
- 3.1b Each principal will assist teachers and observe them as they work toward the attainment of 3.1a.

Pre and Post Assessment

Part I

1. List the five affective goals from the Taxonomy of Educational Objectives: Affective Domain.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

2. List the three themes in the Human Development Program (the Magic Circle).
 - a. _____
 - b. _____
 - c. _____

3. List the three kinds of classroom meetings as described by Glasser.
 - a. _____
 - b. _____
 - c. _____

4. List three activities you might plan for children so that they learn to accept and appreciate differences among people.

a. _____

b. _____

c. _____

5. I have a definite plan that I follow in helping pupils learn to accept people of different ethnic groups and cultures.

Yes No

6. I spend some time each day in helping children appreciate differences among people.

Yes No

7. Three specific instances when I helped children accept their feelings this past week were

a. _____

b. _____

c. _____

8. Three specific instances when I helped children recognize their abilities
this past week were

a. _____

b. _____

c. _____

9. Three specific activities I have carried out with children recently that helps them learn to get along with each other better are

- a. _____

- b. _____

- c. _____

Part II

1. List three Afro-Americans living or dead who have made significant contributions in each of the following fields. Include a short statement about each one's contribution.

Science

- a. _____

- b. _____

- c. _____

Music

- a. _____

- b. _____

- c. _____

Government

- a. _____

- b. _____

- c. _____

Civil Rights

- a. _____

- b. _____

- c. _____

Art and Literature

- a. _____

- b. _____

- c. _____

2. Identify with a short statement five well-known Afro-Americans who have fought for freedom and independence in the history of our country.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

3. Discuss the opposing philosophies of Booker T. Washington and W. E. B. DuBois as they apply to the Afro-American in the United States.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are some small dark specks and faint smudges scattered across the surface, suggesting it might be a scan of a physical document. No text or other markings are present on the page.

Part III

1. List the events that led up to Mexican Independence Day (Sixteenth of September) and describe briefly what happened on this day.

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf from an old book. The paper has a slightly textured appearance with numerous small, dark brown spots scattered across its surface, which are characteristic of foxing or dust. A prominent white, curved mark, possibly a tear or a piece of tape, is visible near the bottom left corner. The overall tone is a warm, off-white or light beige.

2. Explain the significance of Cinco de Mayo (Fifth of May).

3. List ten Mexican Americans who have played a role in Texas history.
Include a short statement about each one's contribution.

a.

b.

c.

d.

e.

f.

g.

h. _____

i. _____

j. _____

4. List five contemporary Mexican Americans and the contributions they have made in various fields.

a. _____

b. _____

c. _____

d. _____

e. _____

5. List five ways of life in the Southwest that are outgrowths of the Mexican culture.

a. _____

b. _____

c. _____

d. _____

e. _____

6. List three cultural differences of Mexican Americans as revealed through language.

a. _____

b. _____

c. _____

1.1 The staff as a group will experience several strategies for learning more about each other.

ENABLING ACTIVITIES

A. The faculty will experience "The Magic Circle" as described in the Theory Manual, 1973 Revision, Methods in Human Development by Harold Bessell and Uvaldo Palomares.

1. Discuss with the faculty affective education as a means of attaining goals in the effective domain. Taxonomy of Educational Objectives Handbook II: Affective Domain in the module materials box will be useful.
2. Discuss the handouts depicting the five goals in the affective domain. (See the module materials box)
3. The Human Development Program is a curriculum in affective development solidly grounded in both psychodynamic and behavior theory. Persons skilled in group process techniques can readily train teachers to use the program which includes clearly and comprehensively articulated instructional guides. The suggested time allotment is twenty minutes daily. Both Harold Bessell and Uvaldo Palomares, clinical psychologists and the authors of the program, note that patients in psychotherapy typically reflect three basic though related deficiencies: they lack an awareness of the motives which influence their behavior; they lack a sense of competence in dealing with their environments; and they lack an understanding of why and how human beings react to one another. Persons deficient in self-awareness, self-confidence and social understanding are "asking" and "answering" for themselves three questions: "Will I get hurt?" "Yes."; "Will I fail?" "Yes."; "Will I be accepted?"

"No." While the questions are natural and universal among school children, the answers are not. They are learned--sometimes due to truly negative experience, but far more often in the absence of informed, sympathetic adult guidance. The Human Development Program is thus a preventive program which focuses on the three themes of awareness (knowing what your thoughts, feelings and actions are); mastery (knowing what your abilities are and how to use them responsibly); and social interaction (knowing other people and how to interact effectively with them).

Read the Theory Manual for Methods in Human Development. (see module materials box) To facilitate this activity, one might divide the faculty into small groups for the purpose of examining the manual and discussing the theory and purposes of the program. Examine the other manuals (Levels I, II, III, and IV) in the same way. (see module materials box)

4. Arrange for a Human Development Program (Magic Circle) workshop or demonstration by contacting

Carol C. Cossum
111 Electra Drive
Houston, Texas 77024
713-468-8272

Or obtain additional information and/or materials by contacting

Foundation for Educational Skills
3520 Cedar Springs
Dallas, Texas 75219
214-528-6800

B. The faculty will experience the class meeting as described by William Glasser in Schools Without Failure as another way to know and understand one another. As teachers develop the techniques necessary to actively engage students in problem-solving processes, students will eventually attain a great degree of responsible self-determination in their educational program and social interaction. Inevitably, the problem solving will relate to getting along with one another and to the opening of communication.

1. Read Chapters 10, 11, and 12 in Schools Without Failure. (see module materials box) Arrange for several teachers to present to the rest of the faculty information about the following topics as found in the chapters mentioned:

- a. Social-problem-solving classroom meetings
- b. Open-ended classroom meetings
- c. Educational-diagnostic classroom meetings
- d. How to get classroom meetings started
- e. How to keep classroom meetings going

2. Work with those teachers who volunteer to attempt to implement classroom meetings.
3. Contact Ms. Letitia Plummer, Director of Guidance, telephone 623-5151, for consultants.
4. Arrange demonstrations for other teachers who are interested.

C. Acquaint the faculty with socio-metric tests as a means of learning more about the students in their classrooms and who the rejected or isolated students might be.

1. Use handouts (see modules materials box) to discuss the following topics:

- a. Purpose of the socio-metric test
 - b. Why locate rejected or isolated students
 - c. Administering the test
 - d. Method of administering
 - e. The sociogram
 - f. The Ohio Social Acceptance Scale
 - g. Analyzing sociometric data
2. Obtain and read any or all of the following reference materials from the Professional Library (Ms. Kelly, 623-5411):
- a. Cockriel, Irvin W. "Forming Instructional Groups from Sociometric Data," Education, April - May, 1973, Vol. 93 No. 4, pp. 393-395.
 - b. Gibson, Robert L., and Robert E. Higgins. Techniques of Guidance. Chicago: Science Research Associates, Inc., 1966, pp. 122-146.
 - c. Lorber, Neil M. "Measuring the Character of Children's Peer Relations Using the Ohio Social Acceptance Scale," California Journal of Educational Research, March, 1973, pp. 71-76.
 - d. McDaniel, Henry B., and Shaftel, G. A. Guidance in the Modern School. New York: The Dryden Press, 1956, pp. 261-265, 384-385.
3. Contact Ms. Letitia Plummer, Director of Guidance, Telephone 623-5151, for consultants.

1.2 The staff as a group will experience several strategies for bringing diverse groups together in order to learn from these groups.

ENABLING ACTIVITIES

A. Read the article "Schools as Laboratories of Life Style," in Educational Leadership, October, 1973. (see module materials box)

B. Discuss with the faculty the prospects of establishing a tutoring program with older children tutoring younger children as means of bringing diverse age groups together.

1. Work out with the faculty how this might be scheduled.
2. Use the filmstrip and cassette with the faculty so that they might see what is available to help them teach children how to be effective tutors. (see packet in module materials box)

C. Have two teachers report to the faculty after reading the pamphlet on cross-age grouping. (see module materials box) Discuss the pros and cons of cross-age grouping. Encourage teachers to attempt cross-age grouping for one unit of work as an experiment. Be sure to discuss values gained and difficulties encountered after the attempt to group in this way is made.

D. Discuss with the faculty the prospects of using adult volunteers of different races, socioeconomic class, and age in the school. Contact Ms. Jean Myers, Director of Volunteers in Public Schools, telephone 626-2950, for help in this endeavor.

E. Contact a senior citizens group for volunteers who might read to children or tell stories to various groups about how it used to be. Discuss with the faculty values gained by bringing diverse age groups together.

F. Plan a faculty meeting centering on career education as it complements the goal of understanding and appreciating diverse life styles. Develop the concept of all kinds of work being accorded dignity as it is examined in relation to the needs of society and the skills necessary to a particular job.

1. Contact Ms. Mary Huckabee, Consultant, Occupational Awareness, telephone 623-5126, for consultation services.
2. Examine with the faculty the occupational awareness guides (see module materials box) and discuss how occupational awareness can be integrated into the curriculum. To facilitate this activity, the faculty might divide into grade level groups, examine the guides, and brainstorm ideas.

G. Obtain from the Professional Library (Ms. Kelly, telephone 623-5411) the kit titled "The Color of Man - Exploring Human Differences". This kit is an instructional program consisting of ten copies of The Color of Man, a source book on human color written at about the fifth grade reading level, a filmstrip, transparencies, photograph cards, a map, a wall chart, thirty-five separate individualized programmed problem cards, and a teacher's guide. As the teachers examine the physical differences between people, they simultaneously discover the basic similarities between all members of the human race. The faculty, after examining the kit, can discuss ways of using it in the classroom.

H. In order to gain some insight into prejudice, the principal will arrange for one or more of the following films to be shown. They may be obtained from the Professional Library (Ms. Kelly, telephone 623-5411)

Is It Always Right to Be Right - 16 mm. color, 8 min. - A parable as told by Orson Welles that highlights the centers of divisiveness in our society: the generation gap, war, poverty, and race. Animated and live action sequence.

Eve of the Storm - 16 mm. color 25 min. - Shows a third grade class learning the meaning of discrimination by making brown-eyed people the favored group one day and blue-eyed people the favorites the next and treating the groups differently each day.

Black and White Uptight - 16 mm. color -- Explores the myths that perpetuate prejudice and the ways in which hate is learned. Presents examples of the ways in which government, business, and Black and White people are working together to eliminate hatred and misunderstanding between races.

I. The principal will make the following books and other readings available so that teachers may read them if they wish:

The Negro Revolution by Robert Goldston

Black Rage by William H. Grier and Price M. Cobbs

Soul on Ice by Eldridge Cleaver

A Rap on Race by Margaret Mead and James Baldwin

Death at an Early Age by Jonathan Kozol

"The Imperatives of Ethnic Education", Phi Delta Kappan, January, 1972

"The World Through Mark's Eyes" by Cynthia N. Shepherd

"Black Newspapers: Overlooked Barometers," The National Center for Research and Information on Equal Educational Opportunity

All of these readings can be found in the module materials box.

1.3a Each teacher will try out several of the strategies with his/her students and share the results.

1.3b Each principal will assist teachers and observe them as they try out the strategies.

ENABLING ACTIVITIES

A. As the teachers attempt to put into practice some of the strategies experienced and learned during faculty and small group meetings, the principal will lend support in such ways as

1. Demonstrating
2. Discussing
3. Observing and making critiques
4. Obtaining consultative services
5. Answering questions
6. Ordering materials
7. Arranging for visitations
8. Arranging for sharing periods
9. Evaluating with teachers and students the results obtained from the various strategies

2.1 Each participant will be able to identify the contributions made by a minimum of twenty Afro-Americans in the fields of civil rights, science, inventions, exploration, the arts, etc. over the past three hundred years.

ENABLING ACTIVITIES

A. In an effort to help the faculty gain knowledge about Afro-Americans in the history and development of our country, the principal will administer the pretest to the staff to see how much they already know. (See copy of the test in this module as well as the materials box)

B. The principal will arrange a series of faculty meetings based on the test outcomes. These meetings will center on the presentation of information about Afro-Americans using a variety of media and several different group arrangements. All of the starred materials can be found in the module materials box. The double starred materials can be obtained from the Houston School District Professional Library by calling Ms. Kelly, telephone 623-5411.

<u>Materials</u>	<u>Grouping</u>	<u>Activities</u>
*Film: <u>Meet the Negro Texan</u> - a five-minute color, sound film narrated by U.S. Congresswoman Barbara Jordan. It utilizes paintings commissioned from students at T.S.U. Art Center depicting Black Texans in historic scenes in the colonization, the	Large Group	Note taking and discussion

Materials**Grouping****Activities**

Texas War for Independence,
the Republic and Recon-
struction periods.

*Filmstrip and cassette:

Large group

Discussion and concept

What Is a Texan? Historical
and contemporary pictures
show the ethnic diversity
of the population of Texas,
comparing the Texas myth
with reality in both early and
modern times.

or

formation

*Poster Set (12 posters, 25
by 27 inches each): The
Negro Texas - shows that the
first of their race arrived
in Texas with the earliest
Europeans and that for three
centuries they have played
a significant role in state
development. In pictures
and text this exhibit tells
of Estevan de Dorantes, Bar-
bara Jordan, Samuel J. Sutton,

Large groups

or

small groups

Individual teachers make
presentations using the
charts that apply to
subject

Materials	Grouping	Activities
**Filmstrips, records, portraits, teacher's manual, teacher's guide and work-books: <u>Black Americans in Government</u> - the life and contributions of each of the following Black Americans are discussed: Shirley Chisholm Thurgood Marshall Patricia Harris Robert Weaver Edward Brooke	Small groups rotating through	Viewing, listening, note taking, discussion
*Booklets: <u>Heritage Series</u>: #1 Negro Women in the Judiciary, #2 Women in Politics, #3 Women in Business, #4 Women in Medicine, #5 Women in Dentistry	Individualized	Reading and note taking
*Book: <u>Teacher's Guide to American Negro History</u>	Individualized	Browsing, reading and note taking
*Curriculum Bulletins: <u>Social Studies</u> Grades 1 through 6	Small grade level groups	Reading, discussing

Materials	Grouping	Activities
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*Modules:	Individualized	Reading and note taking
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The Growth and Change
in the Role of the Black
Woman
Black Americans in the
Congress of the U.S.
Past and Present
Musings from the Black
Poet

*Booklets: <u>The Black and</u>	Individualized	Reading and note taking
---------------------------------	----------------	-------------------------

Texas

Time Chart

Malcolm X

Commemoration of Martin

Luther King, Jr.

Black Historical Perspectives

Curriculum Planning Suggestions

Leadership in American Society

2.2 Each participant will demonstrate an appreciation of the African and Afro-American culture as measured by his/her participation in small group discussions.

ENABLING ACTIVITIES

A. The principal will arrange for the faculty to visit the Ethnic Arts Center, 2851 Lyons Avenue, Houston, 77026, to view the African art collection on display there. Tours with docents can be arranged by contacting Mr. Lloyd Choice, Director, telephone 228-0712. This collection is world famous and priced at over a million dollars. It is unique in its beauty and affords the viewer an appreciation of African arts that he or she has probably never had before.

B. The principal will arrange for the faculty to visit People Place of Houston, a multicultural center at Anson Jones Elementary School, 2311 Canal Street. This center provides an absorbing see, touch, hear, taste, and "feel" environment within the six classrooms, which have been magically transformed into exciting replicas in mood and tempo, of the cultures represented. The six cultures include Africa (Nigeria) with a representative, Joy Iwundu, from that continent to act as guide. The other cultures represented are China, Germany, India, and Mexico. The U.S.A. Center room becomes the summary room providing the opportunity to bring into focus the contributions and interrelatedness of culture to the U.S.A., to Texas, and to the world. Each culture basically provides the following:

- 1) Native tour guide (instructor) of the culture in traditional dress.
- 2) Musical background of culture
- 3) Papier mache replica of a room in home of culture represented
- 4) Authentic game(s) played by children of culture

5) Authentic samples of:

- a. currency
- b. art and literature by children of culture
- c. foods
- d. clothing and accessories
- e. art objects
- f. transportation
- g. maps and flags
- h. artifacts

For information and arrangements, contact Ms. Bess Attwell, Director, telephone 222-1481. See the manual People Place of Houston in the module materials box.

C. The principal will arrange for a group or groups of teachers to visit the Center for Public School Ethnic Studies, Extension Building 201, The University of Texas at Austin, by contacting Percy A. Morehouse, Jr., telephone 512-471-3625. (See Report from CPSES in the module materials box), and/or The Institute of Texan Cultures, University of Texas at San Antonio, on the HemisFair Plaza, open September through May, 10:00 a.m. - 4:00 p.m. Tuesday through Friday and 1:00 p.m. - 6:00 p.m. Saturday and Sunday. (See People in the module materials box)

D. The principal will use the six filmstrips and six records titled Black Poems, Black Images to give the faculty some insight into black poetry. These materials can be obtained from the Professional Library (Ms. Kelly, telephone 623-5411). Photographs and art works are used to visualize selections from the works of several Black authors that center on such themes as childhood, amnhood, womanhood, place, the past, and the present.

E. The principal will use the filmstrips Black Political Power with the faculty to present an overview of the significance of Black participation in politics. This material includes the interpretation of recent events in the political arena by political scientists, civil rights leaders, and politicians.

The difference between political action in the North and South is shown. (Professional Library, Ms. Kelly, telephone 623-5411).

F. The principal will arrange for one faculty meeting to center on black English. Teachers will be given copies of "Black English in the Classroom" by Dorothy Seymore (see materials module box for handouts). After reading and discussing this article, teachers will be given copies of the list of excerpts from The Dictionary of Afro-American Slang by Clarence Major (see materials module box for handouts). After discussing these expressions, the teachers will get in small groups and write short paragraphs using some of the words. Each group will read their paragraphs to the rest of the faculty.

G. The principal will arrange for the faculty to examine the book lists and materials lists from CPSES and HISD and decide which items they want to send for (see lists in module materials box). These lists include children's books both primary and intermediate, filmstrips and cassettes, tapes, records, display materials, games, pictures, black literature, and general bibliographies. After ordering and examining these materials, teachers will make choices for purchasing.

2.3a Each teacher will share with the group ways he/she has successfully implemented knowledge gained into the curriculum so that a pluralistic approach is demonstrated.

2.3b Each principal will assist teachers and observe them as they work toward the attainment of 2.3a.

ENABLING ACTIVITIES

A. The principal will share with the faculty the units contained in the two modules Science History and The Pulse of Music. (See the materials module box) Each teacher will be asked to develop a unit incorporating some of the information gained as the faculty worked through 2.1, 2.2, and 2.3 of this module. The principal will lend support in such ways as listed under 1.3b. Each teacher will share with the rest of the faculty how he/she integrated Black contributions into some area of study.

B. The principal will work with those teachers who need help with such items as writing behavioral objectives, lesson planning, etc. (see folder in module materials box)

C. The principal will make arrangements for those teachers who wish to attend a CPSES weekend workshop in black curriculum writing. (See brochure and forms in the module materials box)

3.1 Each participant will be able to identify the contributions made by a minimum of twenty Mexican Americans in the area of history of the United States, exploration, the arts, etc.

ENABLING ACTIVITIES

A. In an effort to help the faculty gain knowledge about Mexican Americans in the history and development of our country, the principal will administer the pretest to the staff to see how much they already know (see the module materials box).

B. The principal will arrange a series of faculty meetings based on test results. These meetings will center on the presentation of information about Mexican Americans using a variety of media and several different group arrangements. All of the materials are found in the module materials box.

Materials

Procedure

Filmstrip and cassette:

What Is a Texan? Historical and contemporary pictures show the ethnic diversity of the population of Texas, comparing the Texas myth with reality in both early and modern times. (This filmstrip and cassette are in the box for objective 2.1, enabling activity B)

View as a whole faculty, as a small group, or individually. Follow with discussion if possible.

Materials

Procedure

Booklets (11): The Mexican Texans

Form small groups (number of each group to be determined by size of faculty)

Read and discuss booklets with each group being responsible for reporting to the other groups on a specific topic or topics.

After reporting and sharing information, discuss as a faculty where these Mexican Americans might be studied as an integrated part of the curriculum.

Curriculum Bulletin: Social Studies Grades 1-6 (These bulletins are in the box for objective 2.1, enabling activity B)

Have grade level discussions of the sections in the bulletins dealing with the Mexican American.

Curriculum Bulletins:

The Mexican American

El Dia De La Independencia

Cinco de Mayo

Have small group work, independent study or browsing, or assign books and bulletins for review.

Materials

Procedure

Books:

Mexican Americans, Past, Present
and Future
The Mexicans in America

Filmstrips and cassettes:

The Mexican Texans to 1865
Spanish Missions in Texas

View filmstrips and listen to
cassettes as a whole faculty to
decide where they could be
integrated into the curriculum
most effectively.

Bibliographies:

Bibliografia HISD
Bibliography, Center for Public
Schools Ethnic Studies

Meet with grade level chairpersons
to make decisions about ordering
some of these books.

3.2 Each participant will gain a greater understanding of the Mexican culture in Texas and will identify contributions made to the way of life in the Southwest by the Mexican as measured by participation in small and large group activities.

ENABLING ACTIVITIES

A. In order to appreciate the fact that the Mexicans were the forerunners of the later North American cowboys, assign the booklet Vaquero: Genesis of the Texas Cowboy (see module materials box) to several teachers. Leave it up to them about a creative presentation that will hold the interest of the faculty but be sure they have help in learning to properly pronounce and explain correctly such terms as vaquero, el campo, la remuda, la junta, de las vacas, la caballada, la casa, and los brutos.

B. To continue the appreciation of the influence of Spain and Mexico on ranching in Texas, have the faculty view the filmstrip and hear the cassetts titled Spanish Ranching in Texas (see module materials box). Follow the viewing with a discussion of how this material might be used at various grade levels and integrated into the curriculum.

C. Contact the assistant area superintendent if you are interested in having Richard Santos, Ethnic Studies Director of Our Lady of the Lake College, San Antonio, Texas, as a consultant for principals and their faculties. Mr. Santos is well-known throughout Texas and speaks very effectively on the history of the Mexican American in the Southwest and understanding the background of the language spoken by the Mexican American. He develops and reinforces an awareness of the cultural heritage of the Mexican American.

D. Contact any of the following administrators to talk with your faculty about the Mexican in Texas:

Victoria Bergin, Bilingual Programs Specialist, telephone: 623-5126.

Raul Munoz, Jr., Acting Assistant Superintendent Area II, telephone:
623-5547.

Olivia Maria Munoz, Director of Foreign Languages, telephone: 623-5189.

Gonzalo Garza, Superintendent, Area V, telephone: 641-0676.

Juan M. Flores, Administrative Superintendent, Research and
Development Centers, telephone: 623-5232.

Oscar A. Sarabia, Assistant Directory of Personnel, telephone:
623-5222.

E. Call Victoria Bergin, Bilingual Programs Specialist, telephone: 623-5126, if help is needed for regular classroom teachers who are using curriculum bulletin Project Help. This bulletin is designed to be used by teachers who have one or several Spanish mono-lingual children (see copy of the bulletin in the module materials box).

F. Contact Mr. Luis Cano, Mexican Cultural and Education Program Administrator, at 224-3233, for help in increasing the number of students that show a positive attitude toward educational achievement, resulting from an improved self-image and self-pride and to demonstrate the importance of the Mexican-American culture to the City of Houston as a whole. Even though the program is designed for junior and senior high school age children, Mr. Cano is available for help in the elementary school.

G. To gain an understanding of biculturalism as contrasted with bilinqualism, use the transparencies for discussion with the faculty (see module materials box). These excellent materials were adapted from Dr. Mari Lucia Jamarillo's "Cultural Differences Revealed Through Language". Dr. Jamarillo teaches at the University of New Mexico, Albuquerque.

H. To appreciate and enjoy some Mexican songs and games, use the record in the module materials box. Let teachers or students who speak Spanish translate. The music teacher might help teach the songs.

I. The principal will arrange for the faculty to visit People Place of Houston, a multicultural center at Anson Jones Elementary School. For information about this center, see objective 2.2, Enabling Activity B in this module.

J. Read the copy of The National Elementary Principal: Education for the Spanish Speaking in the module materials box. This publication will help you assess additional needs for the students and teachers in your school.

3.3a Each teacher will share with the group ways he/she has successfully implemented knowledge gained into the curriculum so that a pluralistic approach is demonstrated.

3.3b Each principal will assist teachers and observe them as they work toward the attainment of 3.3a.

ENABLING ACTIVITIES

- A. See Enabling Activity A under objectives 2.3a and 2.3b in this module.
- B. See Enabling Activity B under objectives 2.3a and 2.3b in this module.
- C. The principal will make arrangements for those teachers who wish to attend a CPSES weekend workshop in Mexican-American curriculum writing. (See brochure and forms in the module materials box for objectives 2.3a and 2.3b, Enabling Activity C.)